COLLEGE EMPLOYEE SATISFACTION SURVEY INTERPRETIVE GUIDE

The College Employee Satisfaction Survey (CESS) is designed to assess the campus environment for college and university employees (faculty, staff, and administration). The CESS is similar in structure and design to the Noel-Levitz student satisfaction and priorities surveys (such as the SSI and the ASPS) in that for each of the core satisfaction items respondents are asked to rate importance as well as satisfaction.

The survey instrument consists of 4 sections:

- Section 1: Campus culture and policies (30 standard items)
- Section 2: Institutional goals (9 standard items)
- Section 3: Involvement in planning and decision-making (8 standard items)
- Section 4: Work environment (21 standard items)

Section 1: Campus culture and policies and Section 4 Work environment

Respondents are presented with statements and asked to rate their importance to them as employees and then to rate their satisfaction. A five-point Likert rating scale is used for both importance and satisfaction.

When calculating means for the importance and satisfaction ratings the following numeric values are assigned:

Importance and Satisfaction Rating Scale

Importance rating	Satisfaction rating	Numerical value
Very important	Very satisfied	5
Important	Satisfied	4
Somewhat important	Somewhat satisfied	3
Not very important	Not very satisfied	2
Not important at all	Not satisfied at all	1

Section 2: Institutional goals

Respondents are presented with statements describing a set of institutional goals and asked to rate how important it is to them that the institution pursues each of the goals. A five-point Likert rating scale is used for importance.

When calculating means for the importance ratings the following numeric values are assigned:

Importance Rating Scale

Importance rating	Numerical value
Very important	5
Important	4
Somewhat important	3
Not very important	2
Not important at all	1

Respondents are then asked to choose three goals from the list that they believe should be the institution's top priorities and then indicate which of the three goals is their first priority goal, their second priority goal, and their third priority goal. We report a count and percentage distribution of the number of respondents that select each goal as first priority, second priority and third priority.

Section 3: Involvement in planning and decision-making

Respondents are presented with a list of types of individuals (faculty, staff, deans, trustees, alumni, etc.) and asked to rate how much involvement each type of individual has in the planning and decision- making process at the institution. A five-point Likert rating scale is used for involvement.

When calculating means for the importance ratings the following numeric values are assigned:

Involvement Rating Scale

Involvement rating	Numerical value
Too much involvement	5
More than enough involvement	4
Just the right involvement	3
Not quite enough involvement	2
Not enough involvement	1

Global satisfaction

In addition to these sections the survey includes a global satisfaction item ("Rate your overall satisfaction with your employment here so far") using the same 5-point Likert satisfaction scale noted above and three open-ended questions:

1. Please provide any additional feedback about the campus culture and policies at (INSTITUTION)

2. Please provide any additional feedback about this institution's goals

3. 3. Please provide any additional feedback about the work environment at (INSTITUTION)

Calculating means and gaps

Means for importance and satisfaction for individual items are calculated by summing the respondents' ratings and dividing by the number of respondents. Performance gap means are calculated by taking the difference between the (mean) importance rating and the (mean) satisfaction rating.

Significance Definitions and Levels

The significance level for Importance is a result of comparing your institution's average importance score to the comparison group's average importance score. Likewise for the Satisfaction score. The result is obtained by running an ANOVA (analysis of variance) on the two scores. The result you see is showing you the level of significance, or the p-value.

NS = no significant difference exists between the groups.

One asterisk = a p-value of .05, meaning that the two scores are significantly different, and such a difference would only be due to chance 5% of the time.

Two asterisks = a p-value of .01, meaning that the two scores are significantly different, and such a difference would only be due to chance 1% of the time.

Finally, three asterisks = a p-value of .001, meaning that the two scores are significantly different, and such a difference would only be due to chance 0.1% of the time.

Validity and Reliability

The reliability of the Noel-Levitz College Employee Satisfaction Survey (CESS) was measured by comparing year-to-year average overall satisfaction for institutions with multiple years of survey results. The school demonstrated consistent results. The correlation of overall satisfaction between successive years of the survey was .649.

Due to the absence of another instrument to compare to the CESS, validity was measured by the correlation between individual survey items and overall satisfaction. All correlations were significant at the .01 level. This is an indication that the survey items are both associated with and contribute to overall satisfaction.

Guide for Using Open-end Questions

⬚ Use the quantitative results (numeric) as the only source for key findings and strategies. Once those key findings are known, in particular strengths and challenges/opportunities for change (high importance/low satisfaction OR highest gaps), read through the open-ends and pull only those that might have some relation to the quantitative as potential suggestions, but do not treat any open-end as being anything but one person's opinion.

- The open-ends are qualitative (similar to a focus group) and not everyone provides answers; they are not statistically sound. Do not share them publicly. Most campuses only allow review by a trusted executive team and/or Human Resources.

- The open-ends allow employees to vent pent up frustration so do not be surprised if some are controversial.

- The open-ends can provide helpful suggestions of quick "just do it" fixes and other longer-term ideas that might require more resources and planning.

- The open-ends can provide insight into problem areas that need further investigation (additional interviews or a survey item for next time to test it more broadly.)

- It is important to highlight any suggestions that are implemented that came from employee input, to show that the survey results were used and helped.

Section 1: Campus Culture and Policies

RATE IMPORTANCE (1 = "Not important at all" / 5 = "Very important") AND SATISFACTION (1 = "Not satisfied at all" / 5 = "Very satisfied")	IMPORTANCE			SATISFACTION			GAP
	Mean	Standard Deviation	Valid Respondents	Mean	Standard Deviation	Valid Respondents	
This institution promotes excellent employee-student relationships	4.64	.59	679	3.70	.95	675	0.94
This institution treats students as its top priority	4.74	.54	677	3.66	1.07	677	1.08
This institution does a good job of meeting the needs of students	4.73	.54	678	3.59	1.00	676	1.14
The mission, purpose, and values of this institution are well understood by most employees	4.29	.76	678	3.57	1.01	675	0.72
Most employees are generally supportive of the mission, purpose, and values of this institution	4.35	.71	674	3.64	.97	669	0.71
The goals and objectives of this institution are consistent with its mission and values	4.46	.68	670	3.54	1.04	668	0.92
This institution involves its employees in planning for the future	4.43	.74	675	3.17	1.25	674	1.26
This institution plans carefully	4.50	.68	672	3.15	1.21	673	1.35
The leadership of this institution has a clear sense of purpose	4.56	.70	672	3.26	1.24	666	1.30
This institution does a good job of meeting the needs of its faculty	4.45	.77	668	3.20	1.22	664	1.25
This institution does a good job of meeting the needs of staff	4.52	.64	639	3.15	1.12	631	1.37
This institution does a good job of meeting the needs of administrators	4.17	.83	627	3.78	.94	605	0.39
This institution makes sufficient budgetary resources available to achieve important objectives	4.52	.63	632	3.22	1.15	625	1.30
This institution makes sufficient staff resources available to achieve important objectives	4.46	.68	629	3.17	1.14	619	1.29
There are effective lines of communication between departments	4.50	.71	624	2.74	1.19	623	1.76
Administrators share information regularly with faculty and staff	4.49	.69	631	3.18	1.24	626	1.31
There is good communication between the faculty and the administration at this institution	4.47	.66	621	3.16	1.10	611	1.31
There is good communication between staff and the administration at this institution	4.44	.67	622	3.11	1.15	617	1.33
Faculty take pride in their work	4.63	.55	628	3.79	.95	619	0.84
Staff take pride in their work	4.60	.59	626	3.75	.98	621	0.85
Administrators take pride in their work	4.52	.67	620	3.66	1.00	612	0.86
There is a spirit of teamwork and cooperation at this institution	4.53	.63	614	3.16	1.19	606	1.37
The reputation of this institution continues to improve	4.53	.64	612	3.35	1.17	605	1.18
This institution is well-respected in the community	4.60	.60	608	3.55	1.04	605	1.05
Efforts to improve quality are paying off at this institution	4.52	.63	608	3.31	1.16	602	1.21
Employee suggestions are used to improve our institution	4.41	.70	600	2.90	1.21	594	1.51
This institution consistently follows clear processes for selecting new employees	4.47	.68	609	3.22	1.23	598	1.25
This institution consistently follows clear processes for orienting and training new employees	4.47	.67	606	3.23	1.14	599	1.24
This institution consistently follows clear processes for recognizing employee achievements	4.25	.81	608	2.98	1.22	599	1.27
This institution has written procedures that clearly define who is responsible for each operation and service	4.40	.71	601	3.04	1.13	597	1.36
My immediate supervisor provides me with information about what is going on at the college	4.49	.67	611	3.78	1.25	612	0.71
This institution does an excellent job of keeping employees informed about matters affecting us	4.53	.62	604	3.27	1.20	605	1.26
This institution has high performance standards	4.46	.63	600	3.28	1.11	596	1.18
Systems and processes are in place to address under-performing employees	4.39	.71	593	2.87	1.23	589	1.52
Efforts to improve the effectiveness of the Governing Board's leadership are paying off at this institution	4.32	.78	583	3.07	1.12	574	1.25
Efforts to improve the integrity of Human Resources operations are paying off at this institution	4.40	.70	585	3.12	1.15	574	1.28
Efforts to improve the complaints and grievance procedures are paying off at this institution	4.36	.69	575	3.15	1.13	566	1.21
Efforts to improve the integrity of financial practices are paying off at this institution	4.45	.65	573	3.35	1.07	570	1.10
Efforts to improve the effectiveness of administrative leadership are paying off at this institution	4.42	.67	573	3.11	1.17	567	1.31
Pima Community College fosters an environment that is inclusive of diverse identities	4.51	.76	586	3.76	1.11	583	0.75
The institution does a good job involving employees in college planning	4.36	.69	585	3.06	1.16	583	1.30
Efforts to improve the college climate are paying off at the institution	4.41	.68	584	3.08	1.21	581	1.33

Section 2: Institutional Goals

RATE: IMPORTANCE (1 = "Not important at all / 5 = "Very important")	Mean	Standard Deviation	Valid Respondents
Increase the enrollment of new students	4.66	0.65	597
Retain more of its current students to graduation	4.77	0.53	597
Improve the academic ability of entering student classes	4.34	0.84	593
Recruit students from new geographic markets	3.80	1.09	595
Increase the diversity of racial and ethnic groups represented among the student body	4.00	1.04	595
Develop new academic programs	3.87	0.99	595
Improve the quality of existing academic programs	4.54	0.68	595
Improve the appearance of campus buildings and grounds	3.78	0.97	596
Improve employee morale	4.61	0.64	597
Some other goal	3.43	1.32	371

(Choose three goals that you believe should be this institution's top priorities) First priority goal:	Count	Percent
Increase the enrollment of new students	193	32.3%
Retain more of its current students to graduation	161	26.9%
Improve the academic ability of entering student classes	29	4.8%
Recruit students from new geographic markets	10	1.7%
Increase the diversity of racial and ethnic groups represented among the student body	9	1.5%
Develop new academic programs	14	2.3%
Improve the quality of existing academic programs	83	13.9%
Improve the appearance of campus buildings and grounds	4	0.7%
Improve employee morale	87	14.5%
Some other goal	8	1.3%
All responses	598	100.0%

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(Choose three goals that you believe should be this institution's top priorities) Second priority goal:	Count	Percent
Increase the enrollment of new students	148	24.8%
Retain more of its current students to graduation	165	27.6%
Improve the academic ability of entering student classes	31	5.2%
Recruit students from new geographic markets	13	2.2%
Increase the diversity of racial and ethnic groups represented among the student body	14	2.3%
Develop new academic programs	31	5.2%
Improve the quality of existing academic programs	118	19.8%
Improve the appearance of campus buildings and grounds	1	0.2%
Improve employee morale	70	11.7%
Some other goal	6	1.0%
All responses	597	100.0%

(Choose three goals that you believe should be this institution's top priorities) Third priority goal:	Count	Percent
Increase the enrollment of new students	92	15.4%
Retain more of its current students to graduation	94	15.7%
Improve the academic ability of entering student classes	57	9.5%
Recruit students from new geographic markets	18	3.0%
Increase the diversity of racial and ethnic groups represented among the student body	35	5.9%
Develop new academic programs	57	9.5%
Improve the quality of existing academic programs	127	21.3%
Improve the appearance of campus buildings and grounds	21	3.5%
Improve employee morale	87	14.6%
Some other goal	9	1.5%
All responses	597	100.0%

TOTAL "VOTES" FOR EACH GOAL	First Priority	Second Priority	Third Priority	TOTAL	TOTAL PERCENT
Increase the enrollment of new students	193	148	92	433	24.2%
Retain more of its current students to graduation	161	165	94	420	23.4%
Improve the academic ability of entering student classes	29	31	57	117	6.5%
Recruit students from new geographic markets	10	13	18	41	2.3%
Increase the diversity of racial and ethnic groups represented among the student body	9	14	35	58	3.2%
Develop new academic programs	14	31	57	102	5.7%
Improve the quality of existing academic programs	83	118	127	328	18.3%
Improve the appearance of campus buildings and grounds	4	1	21	26	1.5%
Improve employee morale	87	70	87	244	13.6%
Some other goal	8	6	9	23	1.3%
All responses	598	597	597	1,792	100.0%

Section 3: Involvement in planning and decision-making

RATE: INVOLVEMENT (1 = "Not enough involvement" / 3 = "Just the right involvement" / 5 = "Too much involvement")	Mean	Standard Deviation	Valid Respondents
How involved are: Faculty	2.69	1.12	562
How involved are: Staff	2.27	0.90	554
How involved are: Deans or directors of administrative units	3.43	0.85	553
How involved are: Senior administrators (VP, Provost level or above)	3.84	0.88	552
How involved are: Students	2.21	0.84	565
How involved are: Alumni	2.43	0.95	545
How involved are: Governing Board	3.47	0.92	547

Section 4: Work environment

RATE IMPORTANCE (1 = "Not important at all" / 5 = "Very important") AND SATISFACTION (1 = "Not satisfied at all" / 5 = "Very satisfied")	IMPORTANCE			SATISFACTION			GAP
	Mean	Standard Deviation	Valid Respondents	Mean	Standard Deviation	Valid Respondents	
It is easy for me to get information at this institution	4.54	0.57	578	3.17	1.13	578	1.37
I learn about important campus events in a timely manner	4.22	0.73	581	3.49	1.07	581	0.73
I am empowered to resolve problems quickly	4.47	0.62	580	3.31	1.21	579	1.16
I am comfortable answering student questions about institutional policies and procedures	4.26	0.76	576	3.43	0.99	580	0.83
I have the information I need to do my job well	4.65	0.53	579	3.66	1.05	582	0.99
My job responsibilities are communicated clearly to me	4.62	0.54	580	3.80	1.10	581	0.82
My supervisor pays attention to what I have to say	4.63	0.54	579	4.03	1.20	581	0.60
My supervisor helps me improve my job performance	4.49	0.66	578	3.82	1.25	580	0.67
My department or work unit has written, up-to-date objectives	4.28	0.77	574	3.53	1.18	575	0.75
My department meets as a team to plan and coordinate work	4.36	0.77	575	3.72	1.21	578	0.64
My department has the budget needed to do its job well	4.52	0.59	571	3.24	1.15	566	1.28
My department has the staff needed to do its job well	4.61	0.55	574	2.94	1.21	570	1.67
I am paid fairly for the work I do	4.66	0.58	580	2.74	1.28	579	1.92
The employee benefits available to me are valuable	4.59	0.65	569	3.75	1.18	572	0.84
I have adequate opportunities for advancement	4.28	0.85	575	2.94	1.27	574	1.34
I have adequate opportunities for training to improve my skills	4.40	0.70	578	3.67	1.13	578	0.73
I have adequate opportunities for professional development	4.38	0.71	575	3.70	1.10	576	0.68
The type of work I do on most days is personally rewarding	4.59	0.61	576	4.01	1.00	582	0.58
The work I do is appreciated by my supervisor	4.44	0.65	574	3.96	1.15	575	0.48
The work I do is valuable to the institution	4.55	0.61	572	3.81	1.13	572	0.74
I am proud to work at this institution	4.53	0.64	572	3.97	1.10	573	0.56
Employees are evaluated fairly and consistently	4.45	0.65	568	3.15	1.22	565	1.30
Appropriate stakeholders are involved in College decisions	4.30	0.77	552	3.16	1.10	546	1.14
I am able to complete the work expected of me during my regular or contracted work hours	4.45	0.65	573	3.46	1.26	573	0.99
Information needed to do my job effectively is communicated in a clear and timely manner	4.52	0.60	571	3.51	1.14	571	1.01
I feel I can bring concerns to my supervisors or administration without retaliation	4.64	0.56	570	3.73	1.32	571	0.91
The institution supports a premier work environment for employees	4.39	0.67	573	3.08	1.23	572	1.31
The institution chooses and funds the most important priorities	4.43	0.63	559	3.01	1.11	553	1.42
This institution's policies and practices give me the flexibility to manage my work and personal life	4.51	0.61	566	3.60	1.13	567	0.91
This institution makes data-driven decisions	4.32	0.74	552	3.30	1.07	548	1.02
The Diversity, Equity and Inclusion Strategic Planning Group is affecting meaningful change	4.17	0.95	557	3.53	1.06	550	0.64
Access to technology at this institution meets my expectations	4.47	0.60	563	3.84	0.99	566	0.63
I feel I have a good work-life balance	4.62	0.59	568	3.57	1.22	572	1.05

Overall satisfaction

Rate your overall satisfaction with your employment here so far:	3.69	1.05	585

Section 5: Demographics

How long have you worked at this institution?	Count	Percent
Less than 1 year	58	9.9%
1 to 5 years	149	25.3%
6 to 10 years	129	21.9%
11 to 20 years	169	28.7%
More than 20 years	83	14.1%
All responses	588	100.0%

Is your position:	Count	Percent
Faculty	228	39.2%
Staff	332	57.0%
Administrator	22	3.8%
All responses	582	100.0%

Is your position:	Count	Percent
Full-time	432	74.2%
Part-time	150	25.8%
All responses	582	100.0%